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RDG 4402

Annotated Bibliography

Mostert, W., & Glasswell, K.(2012). DREAMS TO REALITY: Closing the reading achievement gap with a focus on fluency. *Practically Primary*, *17*(3), 16-19

In this article, Mostert and Glasswell discuss various ways to close the reading achievement gap. Recognizing and understanding fluency are the challenges that students are facing. Fluency includes accuracy, speed, and prosody through the reading process. Through reading texts repeatedly, readers can develop skills in automatic word recognition and develop speed for processing words that is conducive to thinking. Rasinski suggests four ways to build reading fluency; (1) Model good oral reading, (2) Provide oral support and assistance, (3) Offer plenty of opportunities for practice and (4) Encourage fluency through phrasing. Schools that have used the fluency practices have seen great improvements. Once students can see that they can be successful, they will become enthusiastic readers.

I really enjoyed reading this article because of all the good information that it provides. This article delves deeper into fluency and understanding all that comes with it. I can appreciate how it gives new ideas and ways to help our students through the reading process. I think the four practices that Rasinski suggests are great ways to build reading fluency for our students. By modeling and showing expressions through reading to our students, they become more engaged and active listeners. When we provide assistance when they are reading aloud, confidence can increase. Giving students opportunities to read is always beneficial to the student and the teacher.

Finally, with encouraging fluency through phrasing by using ‘think alouds’, students are able to understand the word or words in different ways as it applies in the context.

Pilonieta, P. (2012). How fast is too fast? Fluency instruction in the classroom. *California Reader, 45(3*), 8-12. Doi:10.1598/RRQ.42.4.5

This article’s main focus is to help teachers understand that fluency is important, but our end goal is comprehension. In both classrooms discussed in this article, both teachers spend 20-30 minutes on whole group fluency instruction aimed at increasing student reading rate. There is more to fluency other than the ability to read quickly. The students must comprehend what they have just read. Fluency is a large part of the reading curriculum; however, it is just one piece of the puzzle. The three components of fluency include: Speed, Accuracy, and Expression. In some schools, the most focused on component is speed or rate of reading. Many schools and educators that do focus on the rate of fluency don’t see the bigger picture. Yes, their students can read 190 CWPR (correct words per minute), but are they understanding what they are reading? Teachers need to know the fluency norms and how to break them down when creating the instruction for each of their students. When students have reached a desired reading rate, then it is time for them to move onto other elements of reading instruction, such as prosody and comprehension before expecting them to increase their reading rate. When students worry about being assessed on how fast they are reading, the comprehension factor is completely thrown out for them.

I think that it is great that this article expresses that fluency is more than reading quickly. Anyone can read “fast” but whether or not they understand what they have read is the difference. As teachers, we want our students to succeed in all aspects of reading, and when it comes to reading fluency we want to make sure they are at the level they should be. Sometimes, I think, this gets in the way of knowing if the student is truly excelling in the reading process. When it comes to how many words they can read per minute, I want to know if they actually understand those words. I wouldn’t want to have a student who can read 150 CWPM and increase their reading, without first making absolutely sure they understood those words. I agree that with fluency we must look through a “wider lens” and not be so narrow in fluency measures. We have to remember that comprehension is our end goal.

Kostewicz, D. (2012). Implementing systematic practice to build reading fluency via repeated readings. *New England Reading Association Journal*, *47*(2), 17-22.

Reading fluency, one of the most important academic skills, has not received enough focus in the classroom. This article discusses repeated reading to increase fluency. By reading, re-reading and practicing students can increase word recognition and their comprehension skills. Research suggests daily reading practice (in class) for five to ten minutes. Teachers should include reading practices as often as possible; weekly, preferably daily with students reading for assessment at least once during the practice time. During practice, error correction plays a large role in comprehension goals. Having a teacher or peer to help with error correction, the student gains more knowledge from what they have read. “Should the individual not receive correction on errors then the individual learns and practices the incorrect ways to perform. Repeated readings help students with their fluency and when they have shown improvement, they can move onto an incrementally more difficult text.

I can definitely understand the importance of reading and re-reading to focus on fluency and comprehension. When you practice reading over and over again, you eventually pick up on things that you did not pick up the first time around. This is true for adults as well. Sometimes we have to re-read something to fully understand what point is. Having students practice reading texts over and over can help them develop understanding and help them learn word recognition. As a teacher, I would like to implement a time where the students sit a read for 5-10 minutes a passage over and over and report back to me what they have taken away from that reading. As my students improve or are less successful, I can modify to fit their needs. I believe re-reading can help students in all aspects of the reading process.